

## GED® Reading Skills

Focus: Compare and Contrast

Activity Type: Graphic Organizer and GED Practice Question



### Objectives

Students will be able to:

- Compare similarities between objects, ideas, or characters
- Contrast differences between objects, ideas, or characters
- Answer a GED-format questions based on comparison and contrast

### Directions

1. Copy the *A Tale of Two Employees* handout on the next page.
2. Define both aspects of the skill, which they may use on the *GED Reading, Social Studies, or Science Tests*.
  - *When you compare – you see the similarities between things or people.*
  - *When you contrast – you see the differences between things or people.*
3. Initiate a discussion of everyday comparisons and contrasts, such as when they make a decision to buy something (cereal, a TV, a new car, etc.)
4. Distribute the handout
  - Ask students to silently read the passage. Coach them to think about both of the employees as they read the memo.
  - Direct them to fill in information in the graphic organizer for both of the workers. Model the first: **Educational Preparation:** Tyler – graduated community college hospitality program; Rosa – graduated community college hospitality program. Note that in this area – both workers have the same educational background.
  - Have students fill in the rest of the boxes. Debrief. Answers should be similar to: **Attendance Responsibility:** Tyler – always there, Rosa – always there or covers her responsibilities; **Communication with Co-Workers:** Tyler - communicates clearly, **Rosa – communicates clearly;** **Customer Service:** Tyler – courteous and helpful, **Rosa – good in routine situations but impatient with difficult customers.**
5. Direct students to answer the GED Practice Question. **Correct Answer: (5) Customer Service Skills** The supervisor noted Tyler’s consistency in customer relations but pointed out that Rosa’s performance was uneven, particularly in regard to difficult customers.

Choices (1) and (2) are not correct because they both graduated from the same program and worked at the hotel for the same length of time; Choice (3) is not correct because they both handled their attendance responsibly. Choice (4) is not correct because they both communicated well with coworkers.

### Workplace Connection

The reading for this activity highlights two important workplace issues:

1. **Performance evaluations.** Discuss with students that periodic reviews by supervisors can have an impact on both pay increases and potential for promotions.
2. **Customer relations.** Explain that in service fields, workers often have to deal with unreasonable customers. Discuss that however they may feel personally, part of their job is to maintain a helpful attitude toward the public.

### Activity

### Correlated to NRP Workbooks

- Pre-GED Skill Workbook: **Social Studies, Compare and Contrast, pp. 14-15**
- GED Skill Workbook: **Reading, Compare and Contrast, pp.18-19,**
- GED Scoreboost: **Critical Thinking: Strategy 9: Compare and Contrast, pp. 26-27**

## A Tale of Two Employees

1. Read the memo below. Fill in the chart about the qualities of each employee.

**MEMO**

**To:** Regents Hotel Human Relations Department  
**From:** Thea Cruz, Regents Holland Manager  
**Subject:** Personnel evaluations of new night clerks at Regents Hotel: Holland

Below is my evaluation of the two employees who were hired last June. Both Tyler Monroe and Rosa Vasquez are recent graduates of Holland Community College's Hospitality Program. I am recommending both for a six-month pay increase.

Tyler's attendance and work record are outstanding. He has not missed a day of work since he started, and his coworkers report that he communicates to them clearly about problems. Several customers have commented on his courtesy and helpfulness. Tyler clearly show management potential, and I will keep you posted on his progress.

Rosa has missed work four times since she started. However, she has always called in to explain that her daughter was sick and arranged for a substitute. Her coworkers commend her for her clear explanations of issues that she has not been able to resolve by the end of her shift. I have heard both praise and a few complaints about her customer-relation skills. While she handles routine matters flawlessly, she gets impatient with difficult customers. I plan to coach her on how to handle these challenging situations.

|                     | Educational Preparation | Attendance Responsibility | Communication with Co-Workers | Customer Service Performance |
|---------------------|-------------------------|---------------------------|-------------------------------|------------------------------|
| <b>Tyler Monroe</b> |                         |                           |                               |                              |
| <b>Rosa Vasquez</b> |                         |                           |                               |                              |

2. **GED PRACTICE QUESTION:** Which of the following is a key area of difference between Tyler's and Rosa's workplace performance?

- (1) Educational history
- (2) Length of time working at Regents Holland
- (3) Responsibility about attendance
- (4) Relationship with co-workers
- (5) Customer service skills